GS.II   **Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations and hearing resolutions.**

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Systemic issues are identified though an analysis of monitoring data, child complaint and due process data and other anecdotal information. Monitoring data is considered systemic if more than 20% of districts were found out of compliance for the last three school years. Identified systemic issues and remediation efforts include the following:

Systemic Issue	Remediation
Referral procedures	- Utilization of state forms - Problem Solving General Education Intervention to Increase Achievement training through Regional Professional Development Centers (RPDC) - Differentiated Instruction training through RPDCs
Evaluations (Initial and Reevaluation)	- Utilization of state Review of Existing Data forms - Quality Eligibility Determination training through RPDCs - Regional and/or individual district training - Technical assistance during on-site reviews
Content of IEP	- State sample forms developed and disseminated - Utilization of state IEP, Prior Written Notice and Meeting Notification forms - Measurable Goals and Objectives training through RPDCs - K-12 Least Restrictive Environment Decision Making training through RPDCs
Part C to Part B Transition	- Transition training module - Early Childhood Special Education Services in the Least Restrictive Environment through the RPDCs
Discipline	- Utilization of state discipline form - Positive Behavioral Support Institute through the RPDCs
Transfer Procedures	Utilization of state transfer form
Post-Secondary Transition	- Utilization of state transition plan form - Empowerment for Life: Teaching Self-Determination Strategies for Effective Transition training through RPDCs - Differentiated Instruction for Career and Vocational Education training through RPDCs - State Improvement Grant (SIG) funding for improvement planning in area of post-secondary outcomes - Pilot focused monitoring process in area of post-secondary outcomes
Elementary Achievement	- Differentiated Instruction training through RPDCs - Curriculum-Based Measurement training through RPDCs - Effective Instructional Practices training through RPDCs - Collaboration and Co-teaching training through RPDCs - State Improvement Grant (SIG) funding for improvement planning in area of elementary achievement - Pilot focused monitoring process in area of elementary achievement

Additional trainings that address systemic issues include the following:
- Annual training for New Directors of Special Education and follow-up
- Special Education Monitoring Self-Assessment (SEMSA) training for 100+ districts each year
- Presentation on how to avoid/correct systemic issues presented at Special Education Administrators' Conference (September 2004)
- Regional and/or individual district training
- Targeted technical assistance during on-site reviews

2. Targets (for reporting period July 1, 2003 through June 30, 2004):
- Systemic issues are identified and remediated through the analysis of data from all available sources

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):
The development and implementation of the Compliance Monitoring System to collect and maintain data in school year 2001-2002 provided integral monitoring information which can then be compared to child complaint data. The SEMSA and monitoring processes use all available data from monitoring, child complaints, due process hearings and anecdotal information.

4. Projected Targets:
- Systemic issues are identified and remediated through the analysis of data from all available sources
- Additional targets are included in the Future Activities table

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.II	Develop and implement a web-based monitoring system that utilizes all data from self-assessment, desk reviews, on-site monitoring, child complaints, etc.	Design system	2004-2005	**Section Responsibility:** Comp, Data **Funding Type:** Part B
		Develop request for proposals	2004-2005	
		Implement web-based system	2005-2006	
GS.II	Consider implementing and possibly mandating a web-based IEP process system for all districts	Design and/or purchase a web-based IEP process system	2005-2006	**Section Responsibility:** Comp, Data **Funding Type:** Part B
		Consider implications for mandating use of the web-based system	2005-2006	